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Women in the Design World: Work in Progress

Sam Fox School of Design and Visual Arts

9-7-2014

Sara Grant, AIA, LEED AP / Bachelor of Arts, 1999

Sam Fox School of Design and Visual Arts

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TITLE OF WORK | MIDDLE SCHOOL FOR GIRLS
LOCATION | NEW YORK, NY
ROLE | PROJECT MANAGER
DATE OF WORK | 2011

The design of this 70,000 square foot middle school building centers around community spaces encouraging collaboration and engagement. The lobby and stair are celebrated as the connective tissue of the building and each classroom floor is centered around a common area with large and small informal meeting spaces incorporated throughout. Large gathering spaces like the library and music room serve as anchors and are expressed on the building façade. The building is designed to allow for abundant natural light screened through a screen of strong vertical ribs in response to the surrounding urban context. In designing for girls, the team sought to integrate appropriate learning and social spaces within an architecture that reflected this academically rigorous environment.



Alumnae Biography

BIOGRAPHY

Over the past 15 years, Sara, an associate partner at Murphy Burnham and Buttrick Architects, has focused on the design of spaces that support community by seeking elegant and unexpected ways to engage users in architecture and urban context. She brings to each project a belief that thoughtful architecture is transfor-

mative for communities supporting an institution's mission and enhancing each individual's experience of place. She is particularly drawn to designing spaces that address the needs of children and working with schools to design spaces that support pedagogies. Sara lives in Brooklyn with her husband, also an architect, and two small boys.

TITLE OF WORK | PRIMARY JEWISH DAY SCHOOL
LOCATION | NEW YORK, NY
ROLE | PARTNER IN CHARGE
DATE OF WORK | 2014

STATEMENT

The renovation of this lower elementary school centers around transforming the student's experience of the existing Brutalist building and engaging with the street. A relocated entry and new canopy redefine the street level experience inviting young children and parents into the building and setting the stage for a positive academic experience. This entry piece mediates between the scale of the institution and the scale of the child and provides a link to the adjoining sanctuary through the new lobby space. The library provides an intimate book-lined environment scaled to small children with a window seat looking out toward Central Park and the art room provides a bright environment with flexible tables highlighting the creativity in the student's art.



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PUBLICATIONS

Articles in School Planning & Management
Structural Engineering and Design and Not
Not Architecture